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ABSTRACT

The teacher handbook is intended to provide a complete set of simple diagnostic testing materials in reading for children in kindergarten through third grade. Tests focus on such skill areas as visual discrimination and auditory memory. Included are lists of materials and strategies to be used after the students have been tested and their special needs determined. Also provided are suggestions on observations of behavior, classroom management and tutoring. A checklist for the observation of student behaviors and learning processes is presented along with a group screening form for recording results during the active testing process. It is recommended that folders be prepared for individual children and a prescription format is given. (GW)

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ED108405

DIAGNOSTIC STRATEGIES IN READING for Primary Children with Special Needs

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INTRODUCTION

For the Teacher

The material in this handbook is intended to provide a complete set of simple diagnostic testing materials in reading for children, K-3. These tests can be easily administered individually or to a small group of children.

There is a list of suggested materials for use after you have tested and determined the special needs of the children. There are also suggestions for helping these children in the classroom, which may make the job easier for you and cause the children less frustration. There are also suggestions on observation of behavior, classroom management and helpful hints for tutors.

Not every student in a regular classroom will need to participate in a series of additional diagnostic tests such as these. Select children who "forget" what they supposedly had learned; who have sloppy, error filled work; who don't seem to be "catching on." You will be able to offer more effective teaching if you can pin point the areas in which these children are experiencing difficulty. The diagnostic tests in this handbook are designed to give you this kind of information.

The best way to discover children with special needs is by observing their classroom behaviors and learning styles. For the children you are considering, you might want to use the quick observation check sheet on page 3. A more comprehensive sheet follows where you can add your own comments.

Once you have decided which children need further diagnosing, there is the series of informal diagnostic reading tests which may be given in one or two sittings, depending on the children. A group screening form, page 7, is provided for recording results while in the active testing process. You might find it helpful to record their behavior on this sheet during the testing sessions.

We recommend that you prepare folders for each individual child. Place a "prescription" in each folder. A prescription format is given on page 20. The daily work you plan for each child may be placed in the folder for use and evaluation by you and/or a tutor.

The corrective and developmental aspects of the Right to Read primary program (grades 1, 2, 3) at Drew Model School, that are reflected in this handbook, have evolved during the year and one-half that the program has been federally funded. The Right to Read staff has used a variety of instructional materials and techniques and has had a series of experiences with children enrolled in the program, all of which have made it possible for them to personally recommend these materials and strategies. Mrs

Edith Chasnov, Reading Clinician, Elementary Diagnostic Prescriptive Clinic for Arlington Public Schools also has used these devices successfully for a number of years.

The philosophy of the Drew Right to Read program is to help a child enjoy reading and acquire reading skills. The Right to Read staff firmly believes that before children can do this they must feel good about themselves. Through the services of the Right to Read staff and volunteers many a child is helped to improve his feelings of self-worth through one-to-one tutoring with a special person who cares about him.

We hope this guide will be of help to you in working with the child with special needs in your regular classroom.

"Feel the dignity of a child. Do not feel superior to him, for you are not."

--Robert Henri

OBSERVATION OF STUDENT BEHAVIOR AND LEARNING

Visual, auditory, motor, speech and language, intellectual or emotional problems may exist in a student in varying degrees. Under each of these areas, check the statements which best describe the student.

Student's name _____ Birth Date _____

Teacher's name _____ Date _____ Grade __

	No Problem	Mild	Moderate	Severe
Visual				
loses place frequently when reading				
has difficulty in copying from board				
holds head very close to work				
has difficulty in visual discrimination tasks				
other (explain)				
Auditory				
has difficulties in phonetic skills				
has difficulty in following verbal directions				
cannot remember sounds in correct sequence				
cannot reproduce pitch, rhythm, melody				
other (explain)				
Motor				
poor in eye-hand coordination tasks				
clumsy and poorly coordinated in sports				
restless, fidgets				
stamina, muscle strength poor for age				
other (explain)				
Speech and Language				
limited vocabulary and lack of fluency				
substitution, omission or distortion of speech sounds				
expresses ideas like much younger child				
has problems in pitch, loudness and rhythm				
other (explain)				
Intellectual				
slow progress in all academic areas				
slow to catch on to a change in procedures				
enjoys social activities with younger children				
needs adult supervision in most activities				
other (explain)				
Emotional				
demonstrates extremes in behavior, over-reacts				
may revert to inappropriate behavior				
uses deviant behavior or fantasy to avoid frustration				
reacts physically--tantrums, vomiting, headaches, screams				
other (explain)				

Additional information:

		SCHOOL	
Understanding what is heard	1.	Doesn't correctly answer comprehension questions about story that has been read.	1. Doesn't see understand time conver
	2.		2.
	3.		3.
Understanding what is seen	1.	Does poorly in all workbook activities.	1. Doesn't see he has just and may not
	2.		2.
	3.		3.
Thinking with auditory material	1.	Doesn't seem to understand relations and concepts in social studies, although may be good at memorizing social studies facts.	1. Can't seem concepts su lations (e. brother to although ma (Uncle Bill
	2.		2.
	3.		3.
Thinking with visual material	1.	Can't understand principles in math (e.g., principle of reversibility 1 2=2 1).	1. Doesn't lik checkers, t other such understandi lations.
	2.		2.
	3.		3.

-over-

SYSTEMATIC OBSERVATION OF BEHAVIOR IN SCHOOL AND AT HOME

		SCHOOL	HOME
g what	1.	Doesn't correctly answer comprehension questions about story that has been read.	1. Doesn't seem to listen to or understand others during mealtime conversations.
	2.		2.
	3.		3.
g what	1.	Does poorly in all workbook activities.	1. Doesn't seem to understand what he has just watched on T.V., and may not like to watch T.V.
	2.		2.
	3.		3.
h erial	1.	Doesn't seem to understand relations and concepts in social studies, although may be good at memorizing social studies facts.	1. Can't seem to understand general concepts such as family relations (e.g., an uncle is a brother to your mother or father) although may memorize facts (Uncle Bill is mom's brother).
	2.		2.
	3.		3.
h ial	1.	Can't understand principles in math (e.g., principle of reversibility 1 2=2 1).	1. Doesn't like to play with checkers, tinker toys, or other such toys that require understanding of visual relations.
	2.		2.
	3.		3.

-over

--Prepared by
Esther Minskoff, Ph.D.
Educational Consultant
St. Paul, Minn.

	SCHOOL	
Expressing Ideas through Words	1. Doesn't volunteer to recite in class, and when called upon, only uses 1 word responses.	1. Doesn't talk a question, a answers with
	2.	2.
	3.	3.
Expressing Ideas through Movements	1. Poor, often illegible, writing and poor drawings.	1. Needs help wi as bathing, s etc.
	2.	2.
	3.	3.
Memory for Auditory Material	1. Can't seem to recall songs, poems, or rhymes.	1. Can't recall for doing hou
	2.	2.
	3.	3.
Memory for Visual Material	1. Difficulty learning to read words by visual or sight approach.	1. Can't recall and dishes or order.
	2.	2.
	3.	3.
Grammar	1. When recites in class, uses isolated words or phrases, does not speak in simple or complex sentences.	1. Confuses prep directions (" bottom shelf" prepositions
	2.	2.
	3.	3.

		SCHOOL	HOME
Ideas ds	1.	Doesn't volunteer to recite in class, and when called upon, only uses 1 word responses.	1. Doesn't talk at mealtime unless asked a question, and then usually only answers with 1 word responses.
	2.		2.
	3.		3.
Ideas ements	1.	Poor, often illegible, writing and poor drawings.	1. Needs help with self care tasks such as bathing, shampooing, dressing, etc.
	2.		2.
	3.		3.
terial	1.	Can't seem to recall songs, poems, or rhymes.	1. Can't recall set of oral directions for doing household chores.
	2.		2.
	3.		3.
Visual	1.	Difficulty learning to read words by visual or sight approach.	1. Can't recall how to set silverware and dishes on table in correct order.
	2.		2.
	3.		3.
	1.	When recites in class, uses isolated words or phrases, does not speak in simple or complex sentences.	1. Confuses prepositions when given directions ("Put the book above the bottom shelf") and confuses prepositions when he uses them.
	2.		2.
	3.		3.

SERIES OF INFORMAL DIAGNOSTIC READING TESTS*

1. Reading Name - Have name written on a card for child to select and use as a name tag. Have names on cards of other children who are not being tested for further discrimination.

2. Writing Name - Have child write his name from memory if possible. Observe letter formation.

3. Visual Discrimination - Match letters, worksheet 1 and 2.

4. Naming Letters - Have child name letters on worksheet 3.

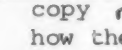
5. Following Directions - Give child directions as listed on "Directions in Space," worksheet 4.

6. Recognition of Colors - Use listening game listed above.

7. Gross Motor - Ask child to hop, skip, jump, run, clap hands, touch toes, touch left eye, touch right ear, etc.

8. Number Concepts - Use worksheet 6. For older children give simple addition and subtraction problems.

9. Attention Span - Read a short story, note attention and ask comprehension questions at the end.

10. Copying Design - Draw shapes and designs on chalkboard for children to copy K & 1,  2 & 3. Note where they begin, how they follow the pattern, the hand used. Young children may also copy a circle, square and triangle.

11. Auditory Discrimination - Have children repeat nonsense words such as stockerbyn, gumblsee, frickolat, etc. Supply rhyming words for the children to match.

12. Auditory Memory - Use auditory memory sentences on worksheet 7.

13. Left-Right - Right and left-handedness should be apparent from tests 5, 6 and 10. If any doubt about hand preference, ask questions about which hand is used to throw a ball, to eat, to catch a ball, which foot to kick with. Have child make a circle with his hand and hold it up to his eye to use as telescope (e.g., right eye-left hand).

14. Reading test for second and third graders - Word recognition tests and scoring sheet for teacher and child use, worksheets 8a, 8b, 8c.

*Compiled by Edith Chasnov, Reading Clinician, Elementary Diagnostic and Prescriptive Clinic Arlington Public Schools

Group Screening Form

Names	Reading Name	Writing Name	Visual Discrim. Letters	Name the Letters	Follow Direc-tions	Recog. of Colors	Gross Motor	Number Con-cepts to 6	Attn. span Lead Story	
13										

*words
**sentences

Writing Name	Visual Discrim. Letters	Name the Letters	Follow Direc-tions	Recog. of Colors	Gross Motor	Number Con-cepts to 6	Attn. span Lead Story	Dom. Copying Design	Aud. Discrim. *	Aud. Discrim. **	Left-Right

Visual Discrimination
Worksheet 1

DIRECTION: Circle the same letter(s) in each row.

K	H	K	R	K
S	Z	S	S	Z
b	b	q	d	p
f	t	f	t	f
CV	VC	CA	CV	VC
JY	JA	JY	YJ	LY

Visual Discrimination
Worksheet 2

DIRECTION: Circle same group of letters in each row.

fun	nuf	fun	ʇun	fnu
sat	tas	saf	fas	sat
leg	gel	qel	leg	ley
pod	pod	dop	bod	pop
kip	ʞip	pik	kip	piʞ
sam	ƨam	sɒm	sam	saw
hnr	hnr	hnr	huɹ	hnr

WORKSHEET 3

Circle incorrect responses and show response given; ex., (d) b

READING LETTERS AND NUMERALS

Capital Letters

O H I B G A K S C W R U Y

D M P Q T E L N F V J X Z

- -

Small Letters

a d i k m o b l r v c p w

h z f n q s e j t x g y u

- -

Numerals

1 2 5 7 9 3 8 4 6 0

- -

DIRECTIONS IN SPACE

1. "DRAW A LINE ALL THE WAY ACROSS THE TOP OF THE PAGE."
2. "MAKE A LINE ALL THE WAY ACROSS THE BOTTOM OF YOUR PAPER."
3. "PUT YOUR NAME ON THE BOTTOM OF THE PAGE."
4. "MAKE A BOX AROUND YOUR NAME."
5. "MAKE A CIRCLE IN THE MIDDLE OF THE PAGE."
6. "NUMBER YOUR PAGE DOWN THE LEFT EDGE OF THE PAPER FROM 1 TO 5."
7. "DRAW A LINE DOWN THE RIGHT EDGE OF THE PAGE."
8. "DRAW A CIRCLE AROUND THE NUMBER IN THE UPPER LEFT CORNER OF THE PAGE."
9. "DRAW A STRAIGHT DIAGONAL LINE FROM ONE TOP CORNER OF THE PAGE TO THE BOTTOM CORNER OPPOSITE THAT."
10. "DRAW A STRAIGHT LINE ACROSS THE PAGE FROM LEFT TO RIGHT."

Range - number of correct items

Kindergarten	2-3
1st grade	4-5
2nd grade	8-9
3rd grade	9-10
4th grade	9-10
5th grade	9-10
6th grade	9-10

Adapted from:
Basic Educ. Skills Inventory
Select-Education, Inc.

AUDITORY MEMORY
LISTENING GAME NO. 1

Directions for the game (Children need crayons)

"Here is a string with one blue bead on it. Show me the one you have on your game. Now put more beads on the string. Make them all blue. Make beads until your string is filled."

"Do you have two big balls on your game? Color one of them green--either one. (Some might ask "Which one?" and you repeat, "Either one." If they still cannot make the decision, they will point to one of them and ask, "This one?")

"There is a big block on your game. Color it red."

"Look at the step ladder on your game. Mine has only two steps on it. How many does yours have? They are nice straight steps, though. Finish your ladder with straight steps so that it will be a good ladder. Now count and see how many steps you have." (All count, but do not check.) Use brown crayon.

"There are three bowls of porridge on the table. Do you know whose bowls of porridge they are?" (If you have not begun the year by telling the story of "The Three Bears," call them bowls of anything that would be familiar to your children, and in the next direction simply refer to them as the big bowl, and so on.) "Color Baby Bear's little bowl yellow. Color Father Bear's big bowl orange. Color Mother Bear's middle-sized bowl purple."

Objectives

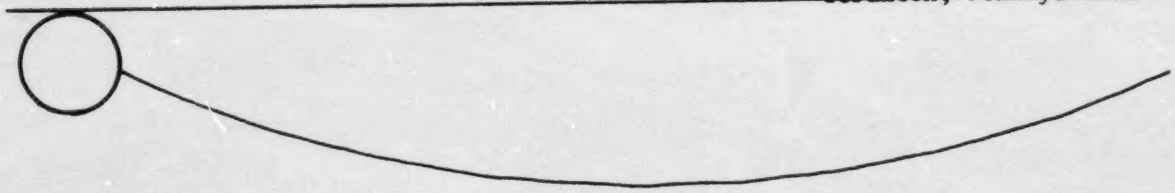
Listening to directions, learning colors, making decisions, comprehending, discriminating, testing attention span, counting, increasing vocabulary, recognizing size and form, completing, progressing from left to right, building confidence, stimulating imagination, fun.

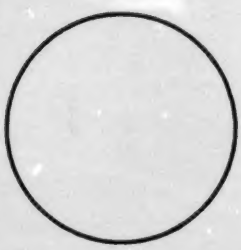
Evaluation

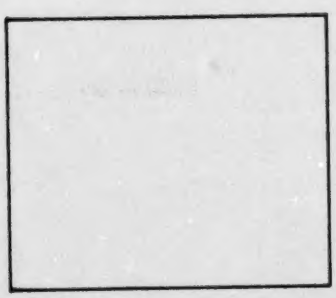
Beads reveal attention span (if span is short, beads become varicolored); persistency (or lack of it); perfectionism (tiny beads, not finished); immaturity (haphazard scrawl); good workmanship (carefully made, evenly spaced beads, finished on time). "Color either one of two balls" gives opportunity for decision. (Indecision is a sign of immaturity or insecurity.) The ladder offers a chance to complete an object. (As with the beads, the steps of the ladder are significant.) The bowls check discrimination of size and color.

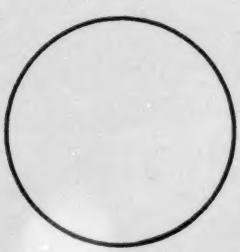
Adapted from:
Acadia Press, Inc.
Scranton, Penna.

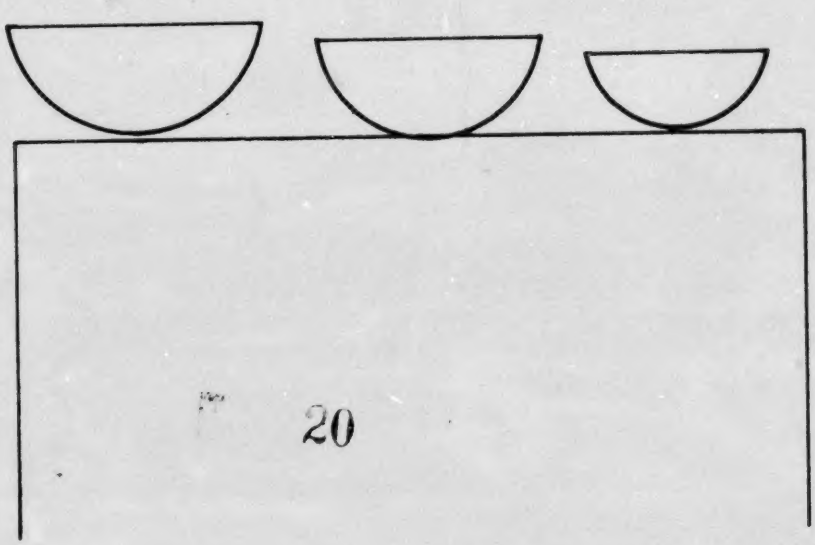
Adapted from Acadia Press
Scranton, Pennsylvania

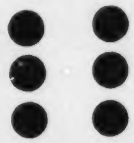










6			
2			
5			
3			
1			
4			
0			

AUDITORY MEMORY

Procedure: Tell the student "I WANT YOU TO DO SOMETHING FOR ME--SAY, 'BIG CAR'." Then ask S to say, I SEE A CAR." If the S hesitates urge him to try by asking him to "say it." Do not repeat the sentences. Stop after three consecutive failures.

Now say:

1. "HE WENT UPSTAIRS."
2. "SHE IS PLAYING BALL."
3. "DADDY WAS AT THE STORE."
4. "THEY ARE GOING TO PLAY SOME GAMES."
5. "BILL WANTS TO PET THE LITTLE KITTENS."
6. "I WENT TO SCHOOL TO STUDY MY READING."
7. "SUSIE LIKES TO MAKE MUD PIES IN HER BACKYARD."
8. "BOB LIKES TO GO TO THE MOVIES WITH HIS UNCLE."
9. "BILL ASKED HIS SISTER TO TAKE THE BLACK BOX TO THE BASEMENT."
10. "JIMMY HAS FOUND A FUNNY CLOWN OUT IN THE STREET WITH ITS ARM MISSING."
11. "FATHER WILL GIVE BILLY A SHINY POCKET KNIFE AFTER HE CLEANS THE YARD TOMORROW."
12. "MOTHER ASKED THE GIRLS TO CLEAN UP THEIR ROOM IN THE MORNING BEFORE THEY GO TO SCHOOL."

Range - number of correct items

Kindergarten	3-4
1st grade	5-6
2nd grade	7-8
3rd grade	9-10
4th grade	11-12
5th grade	11-12
6th grade	11-12

Adapted from:
Basic Educ. Skills Inventory
Select-Education, Inc.

Teacher Scoring Sheet for Word Recognition

Directions:
Use the following codes:

correct word	✓
mispronunciation	M and word said
substitution	S and word said
refusal	R (after 5 seconds)

Pupil _____

Date _____

Teacher _____

Pre-Primer	Primer	First	Second-1	Second-2	Third-1
a	all	about	across	above	able
ball	at	as	balloon	bakery	block
blue	boat	be	best	broke	child
come	but	by	burn	clown	daddy
father	do	could	care	done	edge
get	duck	fast	coat	face	fix
have	find	friend	dress	flew	half
house	girl	guess	fire	grass	lot
in	he	hen	gone	heavy	Indian
it	kitten	how	knew	joke	mind
little	like	long	miss	leave	north
make	now	mitten	off	most	pile
mother	out	never	pig	pass	pour
not	put	old	right	pumpkin	rich
play	saw	party	shall	rode	secret
ride	stop	sat	six	sell	silver
see	thank	some	table	sorry	squirrel
to	there	tell	together	strong	teeth
want	three	tree	turn	third	trap
will	train	walk	wood	wet	watch

If a child misses more than 5 words in a column, do not go on to the next column.

Adapted from:
Botel Word Recognition Tests

WORD RECOGNITION TEST

pre-primer	primer	first
a	all	about
ball	at	as
blue	boat	be
come	but	by
father	do	could
get	duck	fast
have	find	friend
house	girl	guess
in	he	hen
it	kitten	how
little	like	long
make	now	mitten
mother	out	never
not	put	old
play	saw	party
ride	stop	sat
see	thank	some
to	there	tell
want	three	tree
will	train	walk

WORKSHEET 8c

WORD RECOGNITION TEST

second-1	second-2	third-1
across	above	able
balloon	bakery	block
best	broke	child
burn	clown	daddy
care	done	edge
coat	face	fix
dress	flew	half
fire	grass	lot
gone	heavy	Indian
knew	joke	mind
miss	leave	north
off	most	pile
pig	pass	pour
right	pumpkin	rich
shall	rode	secret
six	sell	silver
table	sorry	squirrel
together	strong	teeth
turn	third	trap
wood	wet	watch

SUGGESTED MATERIALS AND STRATEGIES FOR STUDENTS WITH READING PROBLEMS

VISUAL MOTOR

- Small Mosaics With Pattern cards
- Colored Beads With Pattern Cards
- Graduated Colored Cylinders
- Peg Board Pegs and Pattern Board
- Dubnoff Program

(Teaching Resources)

- Michigan Primary and Symbol Tracking Program, Ann Arbor Pub.
- Tangrams, McGraw-Hill
- Geo Blocks, ESS
- Lippincott Readiness for Learning

PERCEPTUAL

- Sorting and Sets Cards
- Look Alikes Discrimination Cards

(Teaching Resources)

- Michigan Perceptual Activities Level I & II, Ann Arbor Pub.
- Feel Box, (Teacher made)

MOTOR

- Feel Box
- Geo Blocks
- Tangrams

(McGraw-Hill)

- Erie Game
- Dubnoff Program Levels 1,2,3

(Teaching Resources)

- Twister (game) Milton Bradley

CONCEPTUAL

- Lets Learn Sequence
- Classification Game
- Discovering Opposites

(Instructo)

- Play Skills Kit, Reader's Digest
- Put Togethers, Child Guidance
- Sequence Cards, Milton Bradley

SPATIAL RELATIONSHIPS

- Vangard School Program, Teaching Resources

PHONICS

- What Letters Say, Dolch
- Time for Phonics, McGraw-Hill
- Phonics We Use (Learning Games Kit), Lyons & Carnahan
- Phonetic Word Drill Cards
- Continental Press Mimeos
- Barnell Loft Basic Word Sets
- Individualized Phonics, McMillan

COMPLETE READING PROGRAMS

- Lippincott - Beginning
- Random House Orange
- S.R.A., Level A & B
- Scott Foresman Reading System
- Primary Phonics Story Books, Educators Pub. Service

VISUAL DISCRIMINATION

- Flannel Board (block letters colors)
- Group Word Teaching Game, Dolch
- Popper Cards, Garrard
- Picture Word Cards, Garrard or Dolch

AUDITORY

- Group Sounding Game, Dolch
- Fun With Rhymes, Instructo
- Riddle Riddle Rhyme Time, Dexter & Westbrook, Ltd.
- Fun With Words, Dexter & Westbrook Ltd.
- Take, Dolch
- Listening Skills Program, S.R.A.
- Developmental Learning Materials:
  - a. Memory
  - b. Motor
  - c. Imagery
  - d. Discrimination
  - e. Figure Ground
- Mini Systems, Learning Systems
- Fun With Rhymes, Instructo Prod.
- Peabody Language Development Kit
- Sequence Cards, Milton Bradley

PRESCRIPTION

✓+ = accomplished tasks very well
✓ = did adequate job
✓- = needs more help
→ = continue next time

Child's Name _____

Date	Assignment (by teacher)	Evaluation	Teacher/Tutor's name and time
Example 12/9/74	Begin making a book of blend sounds by cutting up picture dittos and writing word above. Read A Hog is Ham - Educators Publishing Service. Do Primary Phonics (same series) pp. 36-37.	Chris seemed to enjoy making his book. We did tr and ch. His attention span seemed somewhat better today.	

27

28

SUGGESTIONS FOR HELPING CHILDREN WITH SPECIAL NEEDS IN THE CLASSROOM

El Paso Public Schools, Child Study Center--University of Arkansas Medical Center

I. Permit the child to use "Learning Crutches" as needed without penalty.

A. Allow use of reading window, underline, finger, eraser tip, etc. when keeping his place.

B. Allow use of fingers for counting, concrete materials to manipulate when working math problems (helps focus attention and lessens hyperactivity), carrying and borrowing marks as aids to accuracy.

C. Allow the use of writing charts, such as those published by The Grade Teacher or Harr Wagner, whose letter formations demand less exacting fine coordination along with o: instead of the more difficult style charts such as Steck and Zaner-Bloser.

D. Allow the use of typed or printed letters and words if writing is very poor or slow.

E. Allow the use of desk charts or pockets for sorting and alphabetizing if writing is laborious.

II. Foster idea that individual differences are normal, expected and acceptable.

A. The speed of mentation (reception, integration, and expressive elements) is vastly different with these children. The teachers should be aware of this and make necessary allowances by slowing the speed of talking and using simple short sentences.

B. Each child has his own rate and style of learning, as well as physical and social skill development time-tables.

C. Organization of concepts, such as in abstractions of time, measurement, and money vary widely.

D. Appreciation for strengths and weaknesses of talent is needed (may be good in reading and miserable in math), and their compensatory effects to learning and behavior.

III. Some possible classroom adjustments are:

A. A sheltered "learning place" for the child, free from distractions (by desk placement, facing plain surface, "private office" used nonpunitively, but away from <u>others</u> who bother him).

B. Cut down on distracting elements of work to be learned (dividing lessons into short segments, masking pictures, or covering elements above and below where he is working).

C. Raise stimulus value of work to be learned by such means as color coding, size of material, emphatic use of voice, dramatic and novel devices to promote associative learning.

D. Grading should be adjusted to give him a relief from failing grades, e.g., the fifth grade child mentioned in the section below might be given a C^2 to indicate average work in reading at 2nd grade level. A grade of D^2 means he is not consistent in his efforts or preparation. A grade of E should be as difficult to earn as a B if his work is at the proper level and pace for his functioning level. If he is doing A or B work at present level, raise level to be more challenging, but within his grasp, so that success rewards his efforts and he is more like his peers.

E. Foster the attitude that each child is to be respected for himself, his right to vary from the average is accepted, and that self-improvement is to be valued and applauded (while competitiveness is kept in perspective).

F. For the 3-6 children in your class, find the functioning levels of their weak academic areas. These levels may be informally found by the use of tests such as those found in remedial reading books.

IV. Provide better "Learning Odds" for the child with severe reading disability.

A. Use special reading material at his optimal level of functioning. If a 5th grade child can read only at 2nd grade level, it is impossible for him to keep up when he understands only 40% of the words. Content comprehension in such instances is far below this figure. Special reading material at his level, but of high interest value, should be used for him.

B. Find a compassionate reader who would read lesson assignments to him for content of material. Subject or content tape recordings may also be used.

C. Give examination orally, or if written answers are required, a trustworthy person (student or adult) may write as the student dictates. Answers should be graded for understanding and mastery rather than the mechanics of production which are beyond his capacity to perform.

D. Grading of child's productions, such as book reports, should be for content, not based upon punctuation, spelling, and neatness in writing or general appearance beyond his ability to perform now. Look for improvements, not faults.

V. Reduction of Stimuli in the Regular Classroom

A. Reduce the normal level by:

1. rugs on the floor

2. barefeet or stocking feet

3. teacher goes to the child to help rather than the child to the teacher

4. teacher talks in a low voice so children have to be more attentive

B. Reduce visual stimuli by:

1. carrels or offices for children

2. minimum of charts or pictures on the wall

3. turn desk away from windows to face a blank wall

4. limit the materials on the desk to those needed for task

C. Present only a few materials on a page--reduce cluttered pages

D. Set aside specific areas for motor work and stimulating activities apart from the quiet areas of the classroom

E. Practice moving in slow motion

F. Use listening centers with head sets

For the Tutor

The job you have chosen to do is a challenging one, and will bring you much satisfaction if you feel at ease with yourself, and follow a few down-to-earth, common sense rules.

1. Do you remember the awkwardness of other first meetings? The student may feel uncertain. Try to put him at ease. Smile! It helps a lot to achieve a feeling of friendliness. Make your student the focus of your individual attention while with you. Meet in a friendly, relaxed manner. Learn to spell and pronounce his name as he does. Engage in informal conversation, and listen actively to what you are told. Use student interests to make your tutoring sessions more interesting.

2. Build an environment of trust and acceptance. Be punctual for each session, and let the student know if you cannot come to a session. Listen but do not pry. Speak but do not probe. Make the student participate in decisions about the work you do together, and then follow through on the suggestions. Give praise only when it is deserved.

3. Do not try to reform the student. Accept him where he is. Help the student to develop self-confidence in the relationship with you, and with the reading material you present. Be patient. Above all, be patient. "Rome wasn't built in a day."

4. Admit to your own mistakes. Your lack of perfection will help the student to cope more effectively with his own inadequacies in motivation and in reading. Be as courteous and respectful of the student as you would hope he would be of you. Keep the lesson moving according to plan, but be flexible, and alert for the student's need to change activities. Share your enthusiasm with the student. Enthusiasm is, happily, contagious.

5. Ask some questions as you might of anyone you would meet for the first time. Listen to the answers carefully. Television programs are often good for a starter; sports hold interest for many. So does music.

6. Talk about reading in a way that makes it seem as if reading is a fun thing to do. Have the student read something, anything, so he will be sure to know that you are both there for reading. Choose something to read that you feel confident the student can read successfully.

7. Many students will test a new volunteer. Be firm, but pleasant. Leave no doubt in the student's mind as to "who's in charge here." Remind the student that you have come to

help him read. Let him know what your limits are so that he may respect them and you. Have a "seventh-inning stretch" when the student appears restless. Be willing to shorten the session in order to leave at a high point, with a mutual desire to return.

8. Leave time at the end of the session to plan together for the next session.

9. Ask for help from professionals in the school when you recognize a problem you cannot tackle alone.

Following are some suggested activities that might be useful to get you and your student started on the "royal road to reading":

1. Make simple hand puppets and write plays for them.

2. Make an original book - child dictated - you write - he illustrates - he reads.

3. Build a model, diorama, etc. about something you're reading about.

4. Use photographs for an original book and write captions.

5. Make a scrapbook of interesting classifications - sports, animals, clothes, cars, etc.

6. Use pictures for stimulus - describe them - write a story.

7. To enlarge a child's sight vocabulary use 3x5 cards, a felt tip pen and magazine pictures. It is important for children to learn words immediately, without laboriously sounding them out.

8. A sight vocabulary is basic for learning phonics. Each child should have a vocabulary box in alphabetical order. Use manuscript printing.

9. Many English words must be learned as wholes because they are not phonetically regular. Use the basic Dolch sight vocabulary list of 220 words.

10. Don't try to teach too many words at one time. For most children, two or three new words per session would be reasonable.

To be used at first session with student

Interest Inventory

Name _____
Grade _____

After school I like to _____
My favorite T.V. programs are _____
My favorite game is _____
The subject I like best in school is _____
My favorite sport is _____
My hobby is _____

What do you like to read about:

Check the column that describes how much you like the activity or story.

	Don't Like	Like a Little	Like a Lot
Stories about real animals	____	____	____
Mystery stories	____	____	____
Adventure stories	____	____	____
Funny stories	____	____	____
Comics	____	____	____
Science fiction	____	____	____
Drawing, painting, or coloring	____	____	____
Cutting and pasting	____	____	____
Doing puppet shows	____	____	____
Making model cars	____	____	____
Taking pictures	____	____	____
Sewing, cooking	____	____	____
Doing science experiments	____	____	____
Planting gardens inside and out	____	____	____
Collecting rocks, butterflies, etc.	____	____	____
Playing baseball	____	____	____
Playing cards	____	____	____
Playing games like bingo	____	____	____
Building things	____	____	____
Playing football	____	____	____
Bicycle riding	____	____	____
Any other?			
	____	____	____

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GLOSSARY OF FREQUENTLY USED TERMS DESCRIBING LEARNING PROBLEMS

ANOMIA. Difficulty in recalling or remembering words or the names of objects.

AUDITORY BLENDING. The ability to snythesize the phonemes of a word when they are pronounced with separations between phonemes so that the word can be recognized as a whole.

AUDITORY PERCEPTION. The ability to interpret or organize the sensory data received through the ear.

BEHAVIOR MODIFICATION. A technique of changing human behavior based on the theory of operant behavior and conditioning. Careful observation of events preceding and following the behavior in question is required. The environment is manipulated to reinforce the desired responses, thereby bringing about the desired change in behavior.

CLINICAL TEACHING. An approach to teaching that attempts to tailor make learning experiences for the unique needs of a particular child. Consideration is given to the child's individualistic ways of learning and processing information.

CONCEPT. An abstract idea generalized from particular instances.

CONCEPTUAL DISORDERS. A disturbance in the thinking process and in cognitive activities, or a disturbance in the ability to formulate concepts.

DYSLEXIA. A disorder of children who, despite conventional classroom experience, fail to attain the skills of reading. The term is frequently used when neurological dysfunction is suspected as the cause of the reading disability.

FIGURE-GROUND DISTORTION. An inability to focus on an object itself without having the background or setting interfere with perception.

FIGURE-GROUND PERCEPTION. The ability to attend to one aspect of the visual field while perceiving it in relation to the rest of the field.

LEARNING DISABILITIES. (Based on definition provided by the National Advisory Committee on Handicapped Children, U.S. Dept. of Health, Education, and Welfare, 1968.) A learning disability refers to one or more significant deficits in essential learning processes requiring special educational techniques for its remediation. Children with learning disabilities generally demonstrate a discrepancy between expected and actual achievement in one or more areas such as spoken, read, or written language, mathematics and spatial orientation. The learning disability referred to is not primarily the result of sensory, motor, intellectual, or emotional handicap, or lack of opportunity to learn. Deficits are to be defined in terms of accepted diagnostic procedures in education and psychology. Essential learning processes are those currently referred to in behavioral science as perception, integration, and expression, either verbal or nonverbal. Special education techniques for remediation require educational planning based on the diagnostic procedures and findings.

MATURATIONAL LAG. A slowness in certain specialized aspects of neurological development.

MODALITY. The pathways through which an individual received information and thereby learns. The "modality concept" postulates that some individuals learn better through one modality than through another. For example, a child may receive data better through the visual modality than through his auditory modality.

PERCEPTION. The process of organizing or interpreting the raw data obtained through the senses.

SENSORY-MOTOR. A term applied to the combination of the input of sensations and the output of motor activity. The motor activity reflects what is happening to the sensory organs such as the visual, auditory, tactual, and kinesthetic sensations.

SOCIAL PERCEPTION. The ability to interpret stimuli in the social environment and appropriately relate such interpretations to the social situation.

TACHISTOSCOPE. A machine that exposes written material for a short period of time. Practice with such machines is designed to improve rate and span of visual perception of words.

TACTILE PERCEPTION. The ability to interpret and give meaning to sensory stimuli that are experienced through the sense of touch.

VISUAL-MOTOR COORDINATION. The ability to coordinate vision with the movements of the body or parts of the body.

VISUAL-PERCEPTION. The identification, organization, and interpretation of sensory data received by the individual through the eye.